

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Кафедра английской филологии

**УЧЕБНЫЕ МАТЕРИАЛЫ И ЗАДАНИЯ  
ДЛЯ СТУДЕНТОВ  
СПЕЦИАЛЬНОСТИ «СОЦИОЛОГИЯ»**

*Часть I*

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Настоящие учебные материалы представляют собой часть I методических разработок, предназначенных для студентов 1 курса специальности "Социология".

Цель методразработки – помочь студентам приобрести навыки чтения, понимания и перевода оригинальной литературы по специальности.

Методические материалы включают в себя аутентичные тексты, подвергшиеся незначительному сокращению. Тексты снабжены упражнениями, характер которых определяется как общей целью, так и содержанием конкретного текста. Лексические упражнения нацелены на усвоение тематического словаря по специальности. Задания по грамматике тренируют употребление грамматических конструкций, характерных для научной прозы. Предречевые упражнения готовят студентов к связному и последовательному высказыванию.

Методразработка предполагает работу в режиме изучающего чтения.

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**Часть I**

**САМАРА**  
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## UNIT 1

### 1. Read the text and try to understand it:

The terms "social stratification" and "social inequality" are synonymous. By social stratification we mean the arrangement of any social group or society into a hierarchy of positions that are unequal in power, property and social evaluation.

According to historical and archeological documents, stratification was present even in the small bands that characterized society in the earliest days of men. In such primitive conditions age and sex in combination with physical strength were important criteria of stratification. "Women and children last" was probably the dominant rule of order.

Written historical documents of men dating from several thousand years ago tell us, when we speak of the ancient Babylonians, Persians, or Greeks, that there were rich and poor, powerful and humble, freemen and slaves; that such hierarchical levels were the natural order of things, especially to those at the top of hierarchies.

Also in the better documented period, starting about 2000 years ago, the idea was widespread that a social hierarchy was a natural and unavoidable feature of social life. This was true in China, India and Africa, as well as in Europe and in the New World. Among the ancient American Indian kingdoms, there were nobles and commoners – a few who had many of the world's goods, and many who had a few of these goods. The poor and the powerless obeyed and served the few who were powerful and rich and believed to be superior.

### 2. Transcribe the following words. Practise their pronunciation.

hierarchy	ancient
feature	archeological
criterion (pl. criteria)	superior
society	Persia
equally	

### 3. Memorize the following words and expressions:

to obey, to serve, to characterize, to avoid, evaluation, to mean, power, property, society, (un)equal, (in)equality, ancient, feature, superior, criterion (pl. criteria), by social stratification we mean..., according to, at the top of, as well as.

### 4. Give Russian equivalents for the following:

the arrangement of society into hierarchies, physical strength, the dominant rule of order, powerful and humble, in the better documented period, the idea was widespread, a natural and unavoidable feature, nobles and commoners, the world's goods.

**5. Give English equivalents for the following:**

социальные группы, социальное неравенство, общественная оценка, иерархические уровни, власть, собственность, исторические и археологические документы, древний Вавилон, Персия, критерий (критерии), обычный, широко распространенная идея, естественный порядок вещей, бедные, богатые, простые, благородные, власть имущие, не имеющие власти, вероятно, характеризовать.

**6. Give the four forms of the following verbs:**

mean, characterize, obey, serve, document.

**7. Give antonyms of the following words:**

equal	modern
equality	proud
to disobey	many
rich	freeman
powerful	natural
at the bottom	

**8. Give derivatives of the following words:**

equal, synonym, history, archeology, hierarchy, power, special, nature, to stratify, to value, to combine, to arrange, to avoid.

**9. Make up sentences with the following expressions:**

by... we mean, to arrange society into strata, (un)equal in power, in such conditions, the documents date from, at the top of.

**10. Translate the sentences into Russian:**

1. Even in primitive society men were unequal in power, property and in social evaluation.
2. A social hierarchy was both a natural and unavoidable feature of social life.
3. In the earliest days of men there were both the poor and powerless and people superior to them.
4. Neither the poor nor the powerless could rule in ancient society.
5. Neither women nor children could be first in the small bands of primitive society.

**11. Translate the sentences into English:**

1. Социальная стратификация — это организация общества в иерархию позиций, которые неравны.
2. Неравенство во власти, собственности и общественной оценке приводит к общественному неравенству.

3. Стратификация наблюдается даже у малых племен.
4. Стратификация характеризовала ранний период развития человечества.
5. Критериями стратификации в примитивных условиях были возраст, пол, физическая сила.
6. У древних греков, римлян и вавилонян были богатые и бедные, свободные и рабы.
7. Такие иерархические уровни существовали в первобытном обществе.
8. Период, который начался 2000 лет назад, лучше представлен в исторических документах.
9. В Китае, Индии, Африке, в Европе и Америке была распространена мысль, что социальная иерархия – естественный и обязательный признак общественной жизни.

**12. Say if the following statements are right or wrong. Use the helpers below:**

*I think (believe, suppose, consider); that's true; I'm afraid, that it's not true*

1. Social stratification and social inequality are opposite terms.
2. Social stratification is the arrangement of society into hierarchical positions unequal in power, property and social evaluation.
3. Social stratification characterizes modern society.
4. In ancient society physical strength was the only criterion of stratification.
5. Hierarchical levels based on inequality in property, power and prestige were natural for ancient people.
6. Even 2000 years ago a social hierarchy was considered to be a natural and unavoidable feature of social life.
7. This idea was widespread only in Asia and Africa.
8. The poor and the powerless in the ancient American and Indian tribes obeyed and served the powerful and rich.

**13. Answer the questions:**

1. Are the terms "social stratification" and "social inequality" synonymous?
2. What is social stratification?
3. What do historical documents say about stratification?
4. What criteria for stratification were there in ancient society?
5. What social strata were there in ancient society?
6. What idea was dominant 2000 years ago? In what countries was it spread?
7. Who did the poor and powerless obey and serve?
8. Does this order of things characterize modern society?
9. Is modern society stratified? Why?
10. Is social stratification the good or the evil for mankind?

**14. Give a summary of the text.**

## UNIT 2

### 1. Read the text and try to understand it:

#### Plato

Since ancient times social philosophers have been deeply concerned with economic, social and political inequalities. They have theorized about the naturalness, permanence, and inevitability of such inequalities. They have also asked if these are still leading questions of students of stratification. It will pay, therefore, to survey briefly what thinkers through the ages have said about these and related matters.

For Plato a new society meant not only justice but also social stability and internal discipline. It was with these features in mind that he dreamed of a society ruled by philosopher kings.

Plato's society is explicitly class-structured so that all citizens belong to one of three classes: the Guardians, the Auxiliaries, or the Workers. The Guardians were divided still again into ruling and non-ruling groups. Each of these major strata had separate and definite functions.

Plato sensed that those most suited for ruling – the role of the Guardian class – might be born to parents of the two other classes. Accordingly, he eliminated any possibility of inheritance of class status. He insisted on perfect equality of opportunity for all children, regardless of birth. Each would have an equal chance to manifest his natural qualities. Each would be trained to fulfill his proper role in life. If such a selection and training process could work perfectly, then according to Plato, there would be justification for giving the Guardians absolute power. Thinking of the possible corrupting influence of family sentiments, Plato proposed the abolition of the family within the Guardian group. He insisted that its members must not possess any private property beyond the barest necessities so that they would be able to focus only on communal welfare.

Plato has obviously proposed a highly stratified society. However, in his society total equality of opportunity, total elimination of private property, and single-minded concern for the common welfare are the distinguishing features of the ruling class.

#### Notes to the text:

it will pay – (зд.) будет полезно

the Guardians – правители, которые должны быть философами

the Auxiliaries – "наемные надзиратели для народа" (Платон)

the Workers – ремесленники (сюда входили и земледельцы)

might be born to parents – могли бы появиться у родителей

regardless of birth – независимо от рождения

beyond the barest necessities – сверх самого необходимого

**2. Transcribe the following words. Practise their pronunciation.**

discipline	auxiliary
guardian	necessity
definite	inevitability

**3. Memorize the following words and expressions:**

to survey, to insist (on), to possess, to eliminate, justice, quality, inheritance, welfare, stratum (pl. strata), to be concerned with, to protect property interests, to manifest one's natural qualities, distinguishing features, a highly stratified society.

**4. Give Russian equivalents for the following:**

social philosophers, deeply concerned, to theorize, inevitability, students of social stratification, explicitly class-structured, non-ruling groups, to fulfill one's proper role, justification, corrupting influence, a highly stratified society, common welfare.

**5. Give English equivalents for the following:**

общество; экономическое, политическое и социальное неравенство; главные вопросы; сделать краткий обзор; социальная стабильность; внутренняя дисциплина; правящий класс; наследование классового статуса; полное равенство возможностей; проявить природные качества; частная собственность; полное уничтожение частной собственности; защищать частнособственнические интересы; всеобщее благосостояние; отличительная черта; отмена семьи; справедливость; заботиться о чем-либо.

**6. Look up the following words in a dictionary, compare their meanings with the corresponding Russian words:**

economy – economic-economical  
policy – politics – political  
stable – stability – stabilize  
manifest – to manifest – manifestation  
to corrupt – corrupting – corruption  
permanent – permanence  
to select – selection – selective  
separate (adj.) – to separate  
justice  
abolition  
private



**7. a) Copy out of the text the six adverbs with the suffix “-ly”. Be sure that you know their meanings.**

**b) Form adverbs from the following adjectives using the suffix “-ly”:**

e.g. quick – quickly.

definite, possible, equal, natural, proper, private, common, total.

**8. Form nouns from the following verbs using the suffix “-tion”:**

e.g. protect – protection. **Translate the new words into Russian.**

select, corrupt, manifest, eliminate, justify, stratify.

**9. Translate the sentences into Russian paying attention to the structure “it is ... who...”.**

1. It was with these features in mind that he dreamed of a society ruled by philosopher kings.

2. It was ancient social philosophers who first became concerned with economic, social, and political inequalities.

3. It was Thomas Hobbes who introduced a new vision of man into political discourse.

4. It was Karl Marx who made the struggle between social and economic classes a central feature of society.

5. It is social stratification that has interested social philosophers since ancient times.

**10. Translate the sentences into English:**

1. С древних времен философы озабочены экономическим, социальным и политическим неравенством людей.

2. Для Платона новое общество – это воплощение в жизнь справедливости, обеспечение социальной стабильности и внутренняя дисциплина.

3. Каждая из трех социальных групп имеет свои собственные определенные функции.

4. Платон устранял любую возможность наследования классового статуса.

5. Он предлагал отмену семьи в группе правителей.

6. По Платону, все дети, независимо от рождения, должны иметь равные возможности.

7. У каждого есть шанс проявить свои природные качества.

8. Согласно учению Платона, если выбор и обучение срабатывали прекрасно, это было оправданием передачи правителям абсолютной власти.

9. Он предложил сильно расслоенное общество.

10. В обществе Платона отличительными чертами являются полное равенство возможностей, полное уничтожение частной собственности и забота об общем благе.

**11. Answer the questions:**

1. What problems have social philosophers been concerned with since ancient times?
2. How did Plato see a new society? What society did he dream of?
3. Plato's society is class-structured, isn't it? What major strata are there in it?
4. Did all the Guardians belong to the ruling class?
5. What functions did each of the three social groups have?
6. Why could each person have an equal chance to manifest his natural qualities?
7. What could be the justification of giving the Guardians absolute power?
8. Plato proposed the abolition of the family in the Guardian group, didn't he? Why?
9. What sort of society did Plato propose?
10. What are the distinguishing features of the ruling class, according to Plato?

**12. Give a summary of the text in about 10 sentences.**

### UNIT 3

**1. Read the text and try to understand it:**

#### **Aristotle and Machiavelli**

Aristotle's "Politics" is a very significant document in the history of ideas about social stratification. We read:

*Now in all states there are three elements: one class is very rich, another very poor and a third is mean. It is thought that moderation and the mean are the best, and therefore it will clearly be best to possess property in moderation; for in that condition of life men are most ready to follow rational principle. But he who greatly excels in beauty, strength, birth, or wealth, or on the other hand is very poor, or very weak, finds it difficult to follow rational principle. Of these two the one sort grow into great criminals, the other into petty rascals.*

Aristotle was clearly concerned with the consequences of inequality in birth, strength, and wealth for having decent government and the constitution of a wise and moderate population. Modern studies of the relationship of social stratification and politics, such as studies of the voting behaviour of different classes, are concerned with similar problems.

Nearly two thousand years separate Aristotle and Machiavelli but the concerns expressed by the former are central in the thinking of the Italian Renaissance genius. Machiavelli asked who is fit to rule and what form of rule will give order, happiness, prosperity, and strength. He saw tension between the

elite and the masses as a constant feature of organized society. Such tension is accompanied by fear of the masses among the elite, and envy and fear of tyranny among the masses. But Machiavelli saw more virtue in democratic rule than did many previous philosophers, since he believed that the collective decisions of the people show more wisdom than the decisions of the princes.

Machiavelli also had many doubts about the rationality of the masses. He believed that they tended to behave emotionally and needed long training in popular rule: selection for ruling positions is most effective if those most naturally suited for such positions have equal opportunities to be discovered, recruited, and trained. Here, in short, Machiavelli announced the notion of an "open society", commonly advocated today.

**Notes to the text:**

a mean – среднее

petty rascals – мелкие хулиганы

voting behaviour – поведение людей при голосовании

on the one hand – с одной стороны

on the other hand – с другой стороны

the former – первый из двух названных

in short – короче говоря

is fit to rule – подходит для правления

envy – зависть

they tend to behave – они обычно ведут себя.

**2. Transcribe the following words. Practise their pronunciation.**

to excel

genius

envy

consequence

previous

virtue

moderate

behaviour

elite

Renaissance

Machiavelli

doubt

rationale

tyranny

**3. Memorize the following words:**

to announce, consequence, doubt, behaviour, elite, similar, prosperity, notion, generation.

**4. Give Russian equivalents for the following:**

a significant document, to possess property, to follow rational principles, to excel in wealth, consequences of inequality, concerned with similar problems, a feature of organized society, more virtue in democratic rule, the rationality of the masses, equal opportunities, effective selection.

**5. Give English equivalents for the following:**

значительный (важный), умеренный, умеренность, превосходить (силой, богатством, красотой), превратиться в преступников, неравенство в происхождении, отношение стратификации и политики, изучение поведения различных классов, сходные проблемы, разделять, править, порядок, процветание, напряжение, элита и массы, признак организованного общества, тирания, коллективные разумные решения, многочисленные сомнения, разумность, вести себя.

**6. a) Form nouns from the adjectives with the help of the suffix “-ity”:**

e.g. rational – rationality. **Transcribe both the nouns and the adjectives.**

**Mind the shift of stress in the nouns.**

equal, possible, similar, secure, national, regular, stable

**b) Form nouns from the adjectives with the help of the suffix “-ance” or “-ence”: e.g. significant- significance , prevalent – prevalence.**

**Translate the new words.**

consequent, excellent, important, permanent, intelligent.

**7. Transcribe the verbs and the corresponding nouns and adjectives. Remember the pronunciation of the words.**

to advocate – an advocate

to graduate – a graduate

to candidate – a candidate

to moderate – a moderate.

to separate – separate

**8. Fill in the blanks with prepositions where necessary:**

1. Parents usually want their children to excel them ... wealth.
2. Very much disgraced people may grow ... criminals.
3. Plato was deeply concerned ... the implementation ... justice.
4. Many similar problems are concerned ... the relationship ... social stratification ... politics.
5. Tension ... society is accompanied ... fear ... the masses among the elite.
6. Inequality ... birth, strength, and wealth was a typical feature even ... a primitive society.

**9. a) Find in the text and translate into Russian the sentences with the predicate in the passive voice.**

**b) Translate the following sentences into Russian:**

1. "Open society" was announced by Machiavelli.
2. The so-called "open society" is commonly advocated today.
3. In this chapter the ideas of ancient thinkers of social stratification will be surveyed briefly.
4. According to Plato, society must be ruled by philosopher kings.

5. Separate and definite functions were assigned to each of the three main strata in Aristotle's society.

6. Plato believed that those most suited for ruling – the role of the Guardian class - might be born to the parents of the two other classes.

7. If a selection and training process in Plato's society could be made to work perfectly then, according to this thinker, it would be just to give the Guardians absolute power.

8. A highly stratified society was proposed by Plato.

9. Plato thought that every man's natural qualities must be manifested and he must be trained to fulfill his proper role in life.

#### **10. Translate the sentences into English:**

1. Аристотеля заботили последствия неравенства.  
2. Аристотель и Макиавелли разделены двумя тысячелетиями.  
3. Согласно Макиавелли напряжение в обществе сопровождается страхом бедных перед элитой.

4. Понятие "открытое общество" было провозглашено Макиавелли.

5. Это понятие обычно отстаивается и сегодня.

6. Мысль о социальной иерархии была распространена 2000 лет назад.

7. Группа правителей (the Guardians) подразделялась на группу правящих и неуправляющих.

8. Понятие в высшей степени стратифицированного общества было предложено Платоном.

9. Мудрость общества проявляется в разумных решениях.

#### **11. Answer the following questions:**

1. In what significant work can we find Aristotle's ideas about social inequality?

2. What classes were there in his state?

3. When did he think people were ready to follow rational principle?

4. What was Aristotle concerned with?

5. What modern problems are concerned with similar ones?

6. Did Machiavelli's thinking contain other concerns?

7. What was a constant feature of organized society according to Machiavelli?

8. What is social tension accompanied by in different strata?

9. Why did Machiavelli see virtue in democratic rule?

10. What did he think of the rationality of the masses?

11. When is selection for ruling positions more effective in Machiavelli's opinion?

12. What notion did this philosopher announced?

## **12. Give a summary of the text in about 8-10 sentences.**

### **UNIT 4**

#### **1. Read the text and try to understand it:**

##### **Thomas Hobbes**

Thomas Hobbes, more than any of his predecessors, was sure that there was a fundamental equality among all men. He says that equality takes the place of inequality in power and privilege. Hobbes sees all men as equally interested in acquiring power and privilege. Their striving for power and privilege must surely lead to a chaotic condition, unless there are rules which they agree to observe. These rules constitute a "social contract" according to which the people turn over their right to rule to one man who embodies their collective desires and will. In turn, the sovereign is restricted in his role by laws based on the Natural Law and, of course, on the consent of the governed. If a minority refuse to have such a contract with the sovereign, they are nevertheless, according to Hobbes, bound by the will of the majority.

In this ideal society, no privileged classes are allowed since they will corrupt the equality of rule provided by the sovereign. And the sovereign may be removed if he is unable to govern so as to protect equally the safety of all men. Later social philosophers – Locke, Burke, and Bentham among the English, Rousseau among the French, and Hegel among the Germans – realized that the emergence of social strata or classes, based either on inherited differences, or on acquired differences, or on both, may present urgent problems. Each philosopher has his own idea of a better structure of government which deals more effectively with such difficulties.

By the turn of the 19th century, popular revolutions had begun. The old order of the aristocratic rule was being ruined everywhere in Europe. The New American Republic was demonstrating an unexpected capacity for growth and development. Theories about the natural rights of sovereigns were everywhere competing with theories about the natural rights of all men to an equal share of goods. The industrialization of society in Western Europe was, moreover, developing rapidly. With it there emerged the kinds of social classes, based on wealth and power, which resemble those of today.

##### **Notes to the text:**

striving for power and privilege – стремление к власти и привилегиям  
rules which they agree to observe – правила, которые они согласны  
соблюдать  
in turn – в свою очередь

bound by the will of the majority – подчиняются воле большинства.

**2. Transcribe the following words. Practise their pronunciation.**

Thomas Hobbes	predecessor	emerge
Locke	privilege	inherited
Burke	chaotic	acquire
Bentham	sovereign	urgent
Rousseau	ideal	

**3. Memorize the following words and expressions:**

to constitute, to acquire, to emerge, to derive, predecessor, majority (minority), safety, consent, to restrict by laws, urgent problems.

**4. Give Russian equivalents for the following:**

to acquire power and privilege, to derive from the consent, nevertheless, emergence of strata, inherited and acquired differences, urgent problems, right to an equal share of goods.

**5. Give English equivalents for the following:**

предшественник, воплощать коллективную волю, хаотичный, ограничивать сводом законов, с согласия меньшинства, большинство, привилегированные классы, защищать безопасность граждан, появление классов, унаследованные и приобретенные права, насущные проблемы

**6. Give the three forms of the irregular verbs:**

take, see, lead, begin, deal.

**7. Find in the text the words with the opposite meanings:**

acquired, minority, disappearance, individual, slowly.

**8. Fill in the blanks with necessary prepositions:**

1. Who will the right to rule be turned ...?
2. All the members ... the community had the natural right ... an equal share ... goods.
3. These urgent problems deal ... the difficulties.
4. The will was read ... the consent ... all members ... the family.

**9. In the text find the words corresponding to those below. Pay attention to the difference or similarity of the Russian and English words:**

привилегия, хаотичный, коллективный, правитель, комбинация, структура, эффектно, популярный, натуральный, фундаментальный.

**10. Translate the sentences paying attention to the underlined parts:**

1. By the turn of the 19th century popular revolutions had begun.
2. In turn, the sovereign is restricted in his role by a number of laws.
3. People turn over their right to rule to one man embodying their will.
4. My affairs took a turn for the better.
5. Don't speak all at once! Wait your turn.
6. The boys were summoned in turn to see their examiner.
7. One good turn deserves another. (proverb).

**11. Translate into Russian the following expressions containing Participle I and Participle II:**

a developing country, the sovereign governing from the consent of all people, social classes emerging in Europe, the privileged classes, classes based on inherited differences, strata based on acquired differences, unexpected decisions, a highly developed society, the aristocratic rule ruined by the revolution, the governed, the (un)employed.

**12. Translate the sentences paying attention to the tense-form of the verbs in the subordinate clauses:**

1. I won't go unless he asks me.
2. They won't take any measures against him unless he explains his reasons.
3. I won't help you until you start working yourself.
4. You will fail at the exam unless you work harder.
5. Much effort is taken before we learn rapid reading.
6. She will not go away until you promise to help her.
7. She does not get this job unless she learns English.
8. Once you understand the rule, you'll translate the sentence.
9. He'll start as soon as he gets the news.
10. Once she finds the necessary data, she'll easily make a report.
11. I'll let you know when I find reference material.

**13. Translate the sentences into English:**

1. Если у вас мало времени, не читайте всех статей.
2. Как только вы найдете нужную информацию, прекратите чтение.
3. Если вы заинтересуетесь социологией, прочтите эти книги.
4. Пока я не буду знать всех фактов, я не отвечу на ваш вопрос.
5. Я сообщу ему новости, как только увижу его.

**14. a) Answer the following questions:**

1. What was Thomas Hobbes's idea of men?
2. What, according to Hobbes, constituted social conflict?
3. How did the contract "work"?



4. Were people free to choose whether to have such a contract with the sovereign or not?

5. Why did Hobbes call his society "ideal"?

**b) Write down your own questions on the 3<sup>rd</sup> and 4<sup>th</sup> paragraphs of the text (6-8 questions).**

**15. Say whether the following statements are right or wrong (use the helpers from Unit I (ex.12):**

1. Thomas Hobbes didn't differ from his predecessors in ascribing a fundamental equality to all men.

2. Hobbes states that people are equally interested in acquiring power and privilege and the goods.

3. According to Hobbes's social contract, one man can embody the collective will of the people.

4. The sovereign must not be restricted in his role.

5. The sovereign may be removed if he is unable to protect the safety of all people.

6. Later social philosophers realized that there emerged social strata based on acquired differences.

7. In the 17th century there existed only theories about the natural rights of all men to equality in wealth.

**16. Retell the text using the following key words and expressions:**

predecessor, equality in ..., to be interested in acquiring power and privilege, a social contract, to turn the right over to, to embody, restricted by law, minority/majority, to protect the safety of all men, emergence of classes, inherited/acquired differences, to deal with, the natural rights of men.

**17. Summarize the text in 8-6 sentences.**

## **UNIT 5**

**1 . Read the text and try to understand it:**

### **Auguste Comte and Herbert Spencer**

The 19th century in France was an unsettling time for that nation's intellectuals. The French monarchy had been thrown off earlier in the revolution of 1789, and Napoleon had been defeated in his effort to conquer Europe. In this chaos, philosophers considered how society might be improved. Auguste Comte (1798-1857), the most influential of these philosophers of the early 1800s,

believed that a theoretical science of society and systematic study of behaviour were needed to improve society.

Comte coined the term sociology to apply to the science of human behaviour. He was sure that sociology could make a critical contribution to a new and improved human community. Writing in the 1800s, Comte feared that France's stability had been permanently worsened by the excesses of the French revolution. Yet he hoped that the study of social behaviour in a systematic way would lead to more rational human interactions. In Comte's hierarchy of sciences, sociology, was at the top. He called it the "queen" and its practitioners "scientist-priests". This French theorist did not simply give sociology its name; he also presented a challenge to the newly-born discipline.

The second founder of sociology was Herbert Spencer (1820-1903). Writing from the vantage point of relatively prosperous Victorian England, Spencer did not feel forced to correct or improve society. Instead, he hoped to better describe society. Spencer was familiar with Comte's work but seemed more influenced by Charles Darwin's study "The Origin of Species". Based on Darwin's theory, Spencer used the concept of evolution of animals to explain how societies change over time. Similarly, he adapted Darwin's evolutionary view of the "survival of the fittest" by arguing that it is "natural" that some people are rich while others are poor.

Spencer's approach to social change was extremely popular in his own lifetime. Indeed, he dominated scholarly thinking more than Comte did. Unlike Comte, Spencer suggested that societies are bound to change; therefore, one need not be highly critical of present social changes or work actively for social change. This viewpoint appealed to many influential persons in Great Britain and the United States who had a vested interest in the status quo and did not trust social thinkers who publicly supported change. It should be emphasized that despite their obvious differences Auguste Comte and Herbert Spencer agreed that social behaviour can be and should be studied systematically.

### Notes to the text:

Auguste Comte [ʔ:'gju:st 'kɔ:nt]

an unsettling time – беспокойное время

from the vantage point of relatively prosperous Victorian England – с выгодных позиций весьма процветающей викторианской Англии

"survival of the fittest" – "выживание самых приспособленных"

a vested interest – кровная заинтересованность

status quo – положение, существующее (или существовавшее) в определенный момент.

### 2. Transcribe the following words. Practise their pronunciation.

intellectuals    excess

conquer          practitioner

species	influential
survival	discipline
status quo	chaos

### **3. Memorize the following words and expressions:**

an intellectual, chaos, to improve, to apply (to), to argue, scholarly thinking, to be bound (to), viewpoint.

### **4 Give Russian equivalents for the following:**

the French monarchy was thrown off, to conquer Europe, to coin the term "sociology", to apply the term to the new science, to make a contribution to an improved community, in a systematic way, rational human interactions, to present a challenge to the newly born discipline, societies are bound to change.

### **5. Give English equivalents for the following:**

интеллектуалы, усовершенствовать общество, влиятельный философ, научное мышление, систематическое изучение поведения, создать слово (термин), назвать новую науку словом "социология", внести вклад в науку, взаимодействие, основоположник социологии был знаком с работами Конта, "Происхождение видов" Дарвина, утверждать, подход (к), в отличие от Конта, точка зрения, следует подчеркнуть, сомнения в отношении социологии.

### **6. In the text find the words and expressions with similar meanings:**

to change for the better, to study on a fixed plan, constantly, human communications and relations, to give name to the new science, wealthy, to know something, a gradual process of change and development, the way people think about things in general or about a particular thing, easily seen or understood, idea of something, a questioning about the value of the new discipline.

### **7. Give words with the opposite meaning:**

to worsen, unfamiliar, irrational, unnatural, theorists, unclear, old, complete disorder and confusion.

### **8. a) Copy out the adverbs ending in "-ly". Translate them.**

#### **b) Form the adverbs from the following adjectives. Translate them.**

social	general	considerable
natural	equal	hypothetical
rational	potential	prosperous
critical	theoretical	obvious
final	influential	objective

### **9. Fill in the blanks with prepositions if necessary:**

1. The Russian people have made an invaluable contribution ... the work for peace.
2. She always does everything ... her own way.
3. There will inevitably be challenges ... the existing order.
4. Social facts are subject ... laws.
5. He was critical ... the Conservative ... policy.
6. We need a new approach ... this problem.
7. Gabriel de Tarde (1843-1904), who is considered to be the father of contemporary social psychology, considerably influenced ... the English speaking countries, especially the USA.
8. His politics were influenced ... his close friend.

**10. Translate the following sentences:**

1. Франция 19 века – страна интеллектуалов.
2. Философы 19 века считали, что общество может быть усовершенствовано.
3. Основоположники социологии Конт и Спенсер – самые влиятельные философы 19 века.
4. Конт считал, что для усовершенствования общества философы должны были изучать общественное поведение систематически и иметь теоретические знания.
5. Конт ввел термин "социология" и применил его к науке о социальном поведении человека.
6. Он верил в огромный вклад социологии в усовершенствование общества.
7. Для Конта социология была царицей всех наук.
8. Спенсер не призывал исправить или усовершенствовать общество, т.к. он верил в эволюционные перемены в обществе.
9. Он принял теорию эволюции Дарвина, которая помогла объяснить, как общества меняются во времени.
10. В свое время Спенсер оказывал большее влияние на научное мышление, чем Конт.
11. В отличие от Конта Спенсер считал, что общество должно меняться, поэтому не нужны ни критика, ни активные действия для перемен.
12. Эта точка зрения была принята многими влиятельными людьми в Британии и США, которые были кровно заинтересованы в сохранении существующего положения.
13. Хотя Конт и Спенсер отличаются друг от друга, у них есть одна общая черта – они сходились в том, что общественное поведение должно изучаться систематически.

**11. Say whether the following statements are right or wrong. Use the helpers below:**

*I don't agree; I think you are mistaken (there); Of course, not; Certainly not; You are right; Right you are! I quite (fully) agree with you; That's just what I was going to say.*

1. The term sociology was coined by ancient social philosophers.
2. Comte and Spencer had a lot of debates on the tasks of sociology.
3. Comte believed that society could be improved by a theoretical science of society and systematic study of behaviour.
4. Comte lived and worked in the relatively prosperous France of the 19th century.
5. Under the unstable conditions of the 1800s, Comte hoped for more rational human interactions.
6. He thought it could be done with the help of systematic study of social behaviour.
7. For Comte, sociology was the "queen" of all sciences.
8. Comte didn't question the value of the new discipline.
9. Spencer didn't want to correct or improve society.
10. He wasn't familiar with Comte's work.
11. Spencer was influenced by Darwin's evolutionary theory.
12. To explain the change of society over time, Spencer used Comte's concept.
13. Spencer's viewpoint of evolutionary changes in society was trusted and supported.
14. Comte and Spencer had one common idea of systematic study of human behaviour.

## **12. Answer the following questions:**

1. Why is the situation in the 19th-century France called chaotic?
2. Who's the most influential French philosopher of the 1800s?
3. What was Comte's viewpoint on the opportunities of a theoretical science of society?
4. What science did Comte apply the new term to?
5. Did Comte have any challenge to the newly-born discipline?
6. What, in Comte's opinion, could lead to more rational human interactions?
7. Where did he place sociology in his hierarchy of sciences? What names did he apply to sociology and its practitioners?
8. Did Spencer have the same idea of the improvement of society?
9. Whose concept is Spencer's approach to social change based upon?
10. What helped Spencer argue that wealth and poverty were natural? Why was his approach so popular in Victorian England?
11. Who influenced scholarly thinking more: Comte or Spencer?
12. How did Spencer explain that radical social changes or active work for change were not needed?
13. What circles supported and trusted Spencer?
14. What is one thing Comte and Spencer agreed upon?

13. Speak on a) Comte's contribution to sociology;  
b) Spencer's concepts.

14. Give a summary of the text (10-8 sentences).

## UNIT 6

**Read the text and try to understand it:**

### Karl Marx

#### Part 1

The ideas advanced by Marx have had a great effect on current sociological thought for more than one hundred years. Karl Marx has made the struggle between competing social and economic classes a central feature of society and a dominant source of social changes. The history of all hitherto existing societies, Marx declared in his famous "Communist Manifesto", is the history of class struggles.

How do classes arise? According to Marx, „classes develop on the basis of the different positions or roles which individuals fulfill in the productive scheme of a society. The key concepts for Marx are the modes of production such as agriculture, handicraft, or industrialism and the relations of production – the major levels or statuses in the economic enterprise. In the industrial world the principal statuses are worker and capitalist owner. The capitalist owner of the factories is pitted against the non-owning worker.

A crucial term in these relationships is that of "versus" or "against". As Marx saw it, men in different relations to the means of production naturally have opposing interests. In bourgeois capitalist society, those who own the factories have a vested interest in maximizing profit. They seek to keep for themselves the surplus which has been created by the worker. Naturally the worker resents this "exploitation". But the capitalist class, due to its economic power, is able to control the power of the state. It can use this power to block any expression of worker's discontent.

The capitalist owners secure even more effective control over the economy and its products when the workers are fragmented and disorganized, or when they are unaware of the sources of their debased situation, and do not actively try to remove the causes of their distress. A key notion here is as follows: workers constitute a class without necessarily being aware that they do so, or without necessarily taking any collective action on the "basis of their common membership in the class. But, according to Marx, they do constitute a class on two "objective" grounds: (1) their common economic situation vis-à-vis the instrument of production, and (2) their relatively uniform powerlessness in the face of state power that is used to frustrate their expressions of discontent. The notion of the "objectivity" of class existence is a distinguishing feature of the Marxist approach to the study of stratification.

#### Notes to the text:

all hitherto existing societies – все существующие до этого общества

... is pitted against the owning worker – выставляется в качестве противника рабочего, не владеющего средствами производства  
a vested interest – кровный интерес  
vis-à-vis [vi:zɪ : 'vi:] – по отношению к  
in the face of – перед лицом  
debased situation – униженное положение.

**2. Transcribe the following words. Practise their pronunciation.**

idea	crucial	fragmented
hitherto	bourgeois	surplus
scheme	objectivity	necessarily

**3. Memorize the following words and expressions:**

to declare, to compete, to secure, enterprise, profit, a mode of production, means of production, to advance ideas, opposing interests, an approach to, to fulfill a social role, on the grounds of.

**4. Translate the 3d and the 4th paragraphs of the text in writing.**

**5. Give Russian equivalents for the following:**

competing classes, a dominant source of social changes, to advance ideas, current sociological thought, in the productive scheme of a society, relations to the means of production, they seek to keep for themselves the surplus, to secure more effective control over the economy, common membership in the class, to constitute a class on two objective grounds.

**6. Give English equivalents for the following:**

современная социологическая мысль, основная мысль, основные статусные группы, сельское хозяйство, владелец капитала, способ производства, средства производства в буржуазном обществе, увеличить прибыль до предела, доход, противоположные интересы, контролировать власть государства, контроль над экономикой, разрозненные и дезорганизованные рабочие, причины нищеты, основное понятие, не осознавая, идеи, выдвинутые Марксом, марксистский подход к изучению стратификации, источник социальных перемен.

**7. Give synonyms of the underlined words:**

the present-day sociological thought, ideas put forward by Marx, different interests, Marx's major concepts, to guarantee control over the economy, a characteristic feature, to play a social role.

**8. Translate the following expressions into Russian:**

class conflict, class solidarity, class struggle, class consciousness, class system, class ladder; key concept, key notion, key problem, key point, key issue, key people in a group; modes of production, means of production, relations of production, instruments of production.

**9. a) Give the words with the opposite meaning using the prefix "dis-":**

e.g. courage – discourage

content, order, organized, pleased, comfort, armament, appear, agree, approve, believe, like, connect, close.

**b) Form nouns from the following verbs with the help of the suffix "-tion(-ion)", e.g. create – creation**

express, relate, produce, situate, declare, populate, stratify, frustrate, generate, compete, exploit

**c) Form adjectives from the following nouns with the help of the suffix "-less": e.g. land – landless**

power, use, feature, doubt, fruit, care, help

**d) Form abstract nouns with the help of the suffix "-ship":**

e.g. citizen – citizenship. **Translate the new words into Russian.**

member, relation, owner, friend.

**10. Translate the sentences into English:**

1. Идеи, выдвинутые Марксом, оказывают влияние на современную общественную мысль.

2. Основная черта общества – борьба между конкурирующими общественными и экономическими классами.

3. Эта борьба является причиной социальных перемен.

4. Основными понятиями для Маркса являются способы производства и производственные отношения.

5. Маркс рассматривал основные статусные группы в сельском хозяйстве, ремесленном производстве, промышленном производстве.

6. У людей с разным отношением к средствам производства разные интересы.

7. В буржуазном капиталистическом обществе владельцы фабрик имеют кровный интерес в максимальном доходе.

8. Капиталисты стремятся сохранить излишек или прибыль, созданную рабочими.

9. Капиталисты контролируют государственную власть с помощью экономической власти.

10. Когда рабочие разрознены и дезорганизованы, капиталисты добиваются более эффективного контроля над экономикой.

11. Если рабочие не осознают своего положения, они не стремятся ликвидировать причин своей нищеты.

12. Рабочие представляют собой класс, не осознавая этого.



13. Отличительная черта марксистского подхода к стратификации – понятие объективности существования классов.

**11. Answer the following questions:**

1. What was Marx's role in the history of social thought?
2. What idea did he declare in his "Communist Manifesto"?
3. How do classes arise, according to Marx?
4. What roles do individuals fulfill in the productive scheme of society?
5. What are the key concepts for Marx?
6. What are the principle statuses in the industrial relations? What roles do they fulfill?
7. What causes the worker's discontent and resentment in bourgeois capitalist society?
8. When is the capitalist owners' control over the economy and its products more effective?
9. Do the workers always try to remove the causes of their distress?
10. What is a distinguishing feature of the Marxist approach to the study of stratification?

**12. Give a summary of the text (8-10 sentences).**

**UNIT 7**

**1. Read the text and try to understand it:**

**Karl Marx**

**Part II**

The Marxist approach is also distinguished in the emphasis on the power of the economic factor – the ability of the relations of production to shape and determine the total social situation. Marx insisted that property is the fundamental determinant or substructure, and the status of superstructure or "derivative" is ascribed to power, culture modes, forms of family life, educational processes, and other such factors that reinforce the differences initially generated by differences in property.

Three other terms are important in the Marxist approach to the study of stratification: class consciousness, class solidarity and class conflict.

Class consciousness refers to the recognition by a class, such as workers, of the role its members play in the productive process, and of their relations to the owning class. Consciousness also involves an awareness of the extent to which it exploits the working class by depriving its workers of a fair share of the "surplus value" created by their work. A final stage of consciousness is reached when the working

class understands that only by united action to overthrow the capitalist owners can the workers hope to achieve their just due.

Class solidarity refers to the extent to which workers act together to achieve political and economic aims.

Class conflict has two aspects: 1) the unconscious struggle between workers and capitalist owners in the productive output at a time when class consciousness is not well developed, and 2) the conscious and deliberate struggle between the two classes that occurs when workers become aware of their historic role and act collectively to improve their situation, and ultimately, to take over ownership of the instrument of production.

**Notes to the text:**

to achieve their just due – получить то, что причитается

deliberate struggle – обдуманная, преднамеренная борьба.

**2. Transcribe the following words. Practise their pronunciation.**

process (pl. processes)	initially	occur
ascribe	conscious	ultimately
reinforce	aware	deliberate
determine	approach	extent

**3. Memorize the following words and expressions:**

to ascribe (to), to reinforce, to generate, to refer (to), to occur, to improve, to deprive (of), (be) aware (of), awareness, output, to achieve aims, a cultural mode of life, surplus value.

**4. Give Russian equivalents for the following:**

to shape and determine the social situation, other such factors, to reinforce the differences, educational processes, to generate differences, the owning class, to deprive the workers of their rights, created by their work, to overthrow the capitalist owners, unconscious struggle, shares in the productive output, deliberate struggle, the fair share of the surplus value.

**5. Give English equivalents for the following:**

подход к изучению стратификации, производственные отношения, формировать и определять общественную ситуацию, приписывать власти, и другие подобные факторы, усиливать различия, порождать различия, классовое сознание, классовый конфликт, относиться (к чему-либо), осознавать свою историческую роль, осознание, достичь политических и экономических целей, происходить, орудия производства, улучшить свое положение, прибавочная стоимость.

**6. Fill in the blanks with necessary prepositions:**

1. Class solidarity refers ... the workers united actions ... their achieving political and economic aims.

2. The exploiting class deprives the workers ... their rights.

3. The workers are sure to become aware ... their historic role and act collectively.

4. A lot of factors reinforce the differences generated ... differences ... property.

5. The Marxist approach ... the study ... stratification involves three important terms: class consciousness, class solidarity, class conflict.

**7. Form abstract nouns from the following adjectives with the help of the suffix "-ness", e.g. great – greatness. Translate the new words into Russian.**  
aware, conscious, natural, right, creative, careful, careless.

**8. Translate the following words with the prefixes "sub-" and "super-":**  
subsystem, substructure, subconscious, subgroup, sub-creditor, subordination, subway; superstructure, supernatural, supermarket, superpower, super-profit, supersensible.

**9. Find in the text the words with similar meanings:**  
goal, part, awareness, exact, to form, total, major, to include, to make, to act together.

**10. In the text find the words corresponding to those below. Pay attention to the difference or similarity of the Russian and English words.**

детерминировать, тотальный, фактор, генерировать, продуктивный, эксплуатировать, финальный.

**11. Translate the sentences into English:**

1. Производственные отношения формируют и определяют общественную ситуацию.

2. Власть, культурный образ жизни, образовательные процессы и другие подобные факторы усиливают различия между социальными группами.

3. Марксистский подход к изучению стратификации включает такие понятия как классовое сознание, классовая солидарность, классовый конфликт.

4. Рабочие ведут борьбу с владельцами капитала за долю в промышленном производстве.

5. Борьба рабочих становится осознанной, когда они начинают понимать свою историческую роль.

6. Чтобы достичь своих экономических и политических целей, рабочие начинают действовать сообща.

**12. Say whether the following statements are right or wrong. Use the following helpers:**

*I definitely agree, it's quite so (true), I don't /can' agree, I have a different opinion*

1. The relations of production shape and determine the social situation.
2. Marx insisted that property is the fundamental determinant.
3. Marx ascribed the status of superstructure to power, cultural modes, forms of family life, educational processes.
4. Only the terms "substructure" and "derivative" are important in the Marxist approach to stratification.
5. Workers cannot achieve a final stage of stratification.
6. Class solidarity involves united action of the workers.
7. When the workers become aware of their historic role they stop their conscious struggle.

**13. Answer the questions:**

1. What determines the Marxist approach to the study of stratification?
2. What can shape and determine the total social situation?
3. What is property, according to Marx?
4. What factors constitute "superstructure"?
5. What stages of consciousness does Karl Marx speak of?
6. How can workers achieve their economic and political aim?
7. What are the two aspects of Marx's class conflict?
8. What happens when the workers become aware of their historic role?

**14. Give a summary of the text.**

## **UNIT 8**

### **Do-It-Yourself Assignment**

- 1. Revise the list of key terms and say what each term means.**
- 2. Write down 12-15 questions on the contents of texts 1-7. Organize a talk in your group asking your classmates about the main concepts of stratification found in the writings of social philosophers since ancient times to Marx.**
- 3.a) Make an outline of texts 1-7,**
  - b) copy out the key words from each text and get ready to speak on the development of the sociological thought from Plato to Karl Marx.**

### **Key Terms**

<b>CLASS</b>	a term used by Max Weber to refer to persons who share a similar level of wealth and income
<b>CLASS CONSCIOUSNESS</b>	in Karl Marx's view, a subjective awareness held by members of a class regarding their common vested interests and need for collective political action to bring about social change
<b>DEMOCRACY</b>	in a literal sense, government by people
<b>ELITE</b>	a small group of individuals who share a common set of political and economic interests
<b>EVOLUTIONARY THEORY</b>	a theory of social change which holds that society is moving in a definite direction
<b>GROUP</b>	any number of people with similar norms, values, and expectations, who regularly and consciously interact
<b>MINORITY GROUP</b>	a subordinate group, whose members have significantly less control or power over their own lives than the members of a dominant or majority group
<b>POWER</b>	the ability to exercise one's will over others
<b>PRESTIGE</b>	the respect with which an occupation is regarded by society
<b>SOCIAL CHANGE</b>	significant alteration over time in behaviour patterns and culture, including norms and values
<b>SOCIAL INEQUALITY</b>	a condition in which societal members have unequal amounts of wealth, prestige, or power
<b>SOCIAL</b>	the way in which a society is organized into

<b>STRUCTURE SOCIETY</b>	<p>predictable relationships</p> <p>a fairly large number of people who live in the same territory, are relatively independent of people outside their area, and participate in a common culture</p>
<b>SOCIOLOGY</b>	the systematic study of social behaviour and human groups
<b>STATUS</b>	a term used by sociologists to refer to any of the full range of socially defined positions within a large group or society
<b>STATUS GROUP</b>	a term used by Max Weber to refer to people who share the same prestige or life-style, independent of their class position
<b>STRATIFICATION</b>	a structural ranking of entire groups of people that perpetuates unequal economic rewards and power in a society
<b>VALUE</b>	collective conceptions of what is considered good, desirable, and proper – or bad, undesirable, and improper in a culture
<b>VESTED INTERESTS</b>	Veblen's term for those persons or groups who will suffer in the event of social change and who have a stake in maintaining the status quo
<b>WEALTH</b>	an inclusive term encompassing all of a person's material assets including land and other types of property

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